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ABSTRACT

THE DEVELOPMENT OF INDIAN EDUCATION IN THE STATE OF NEW YORK IS TRACED STARTING WITH THE STATE ASSUMING RESPONSIBILITY FOR INDIAN EDUCATION IN 1846 AND ENDING WITH THE 1968-69 SCHOOL YEAR. INITIAL PROVISIONS FOR INDIAN CHILDREN ARE PRESENTED WITH COST AND ENROLLMENT FIGURES. KEY LEGISLATION IS PRODUCED, AND THE VARIOUS ADMINISTRATIVE PERSONNEL ARE NAMED AS EACH MAJOR ADVANCE IS CONSIDERED. STATISTICAL TABLES ON ENROLLMENT, STATE EXPENDITURES FOR INDIAN EDUCATION, AND STUDENT AID TO INDIAN YOUTH ARE INCLUDED. THE REPORT CONCLUDES WITH RECOMMENDATIONS REGARDING THE ADMINISTRATIVE CENTRALIZATION OF INDIAN EDUCATION AT THE STATE LEVEL. (BD)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Indian Education in New York State

[1969]

Following the Revolutionary War it seemed advisable for the newly organized government to have some understanding with the Indian people in regard to their rights, lands, etc. A treaty was negotiated, therefore, and signed October 22, 1784, between commissioners plenipotentiary from the United States in Congress assembled and the sachems and warriors of the Six Nations. By this treaty the United States gave peace to the Senecas, Mohawks, Onondagas and Cayugas, confirmed to the Oneidas and Tuscaroras the lands upon which they lived, limited the tribes to lands they occupied east and north of a line drawn from a point on Lake Ontario four miles east of Niagara to the mouth of Buffalo creek, on Lake Erie, thence south to the Pennsylvania line, thence west and south along the line of the Pennsylvania line to the Ohio River. The Indians ceded all claims to land west of this line.

Another treaty meeting was held at Canandaigua in 1794 with Timothy Pickering as sale agent, at which peace and friendship were again established with the Six Nations. It was again stipulated that the Oneidas, Cayugas and Onondagas should possess the lands reserved to them in their several treaties with the State of New York, and that the said reservations should remain theirs until they shall choose to sell the same to the people of the United States. Much of the territory formerly owned by the Six Nations was later purchased by the State of New York.

The State Assumes Responsibility for Indian Education

Previous to 1846, the State of New York made no specific provision for the education of Indian children. There were a few mission schools and the children were permitted to attend the public schools of the towns adjacent to the reservations. The school authorities of these towns were also allowed to enumerate the Indian children in drawing public money. The schools, being located for the convenience of the whites, were accessible to but few of the Indians. The injustice of granting public money on the basis of children who could not reach the schools led to an act in 1846, restricting the enumeration of Indian children to those who had actually attended school three months in the preceding school year.

A law, enacted in 1846, marked the beginning of direct state educational care of the Indians. It provided for school buildings and annual appropriations for the support of schools for five years on four reservations, as follows:

Allegany	$300
Cattaraugus	350
Onondaga	250
St. Regis	200

It was contemplated that the Indians should contribute both to the erection of the buildings and the support of the schools.

As a result of this act a house was built and furnished at St. Regis in 1847 at a cost of $250 and another at Onondaga for $337.50. Schools were opened in both buildings in the following year, the one at St. Regis attaining an average attendance of 50 out of 81 children in the district.

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In 1848, with the Indians themselves contributing $300, a $600 schoolhouse was erected at Cattaraugus and another built by the State on the Allegany reservation. The same year $240 was appropriated and the town of Southampton, Long Island, was required to contribute $80 annually for two years for the support of a school for the Shinnecocks. In 1849 this school was in operation for a period of six months, with a teacher employed at $12 a month. A later report tells of a teacher in the same school receiving a salary of $2 a week.

In 1855 two schools were opened on the Tonawanda reservation and another among the Tuscaroras, the Indians contributing liberally toward the buildings.

In 1857 two schools were established for the remnant of the Oneidas, who, though their lands had been allotted in severalty, were too poor to sustain schools. These schools were supported until 1889, when they were discontinued upon the recommendation of Superintendent Andrew S. Draper, then Superintendent of Public Instruction.

The first school for the Poospatucks was not established until 1875.

There was a gradual increase in the number of districts to accommodate the children. In 1866, exclusive of two for the Oneidas, there were 23 schools with one teacher each.

Administration and Supervision

Placed Under the

Superintendent of Public Instruction

The act of 1856 placed the Indian schools under direct charge of the first Superintendent of Public Instruction, Victor M. Rice, who was the first and fourth superintendent of public instruction, holding office from 1854-57 and again from 1862-68.

Chapter 71 of the Laws of 1856

AN ACT to facilitate education and civilization among the Indians residing within this state. Passed April 1, 1856, three-fifths present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Sec. 1. The superintendent of public instruction shall be charged with providing the means of education for all the Indian children in the state. He shall cause to be ascertained the condition of the various bands in the state in respect to education; he shall establish schools in such places, and of such character and description as he shall deem necessary; he shall employ superintendents for such schools, and shall, with the concurrence of the comptroller and secretary of state, cause to be erected, where necessary convenient buildings for their accommodation.

Sec. 2. In the discharge of the duties imposed by this act, the said superintendent shall endeavor to secure the cooperation of all the several bands of Indians, and for this purpose, shall visit, by himself or his authorized agent, all the reservations where they reside, lay the matter before them in public assembly, inviting them to assist either by appropriating their public moneys to this object, or by setting apart lands and erecting suitable buildings, or by furnishing labor or materials for such buildings, or in any other way which he or they may suggest as most effectual for the promotion of this object.

Sec. 3. In any contract which may be entered into with the said Indians, for the use or occupancy of any land for school grounds, sites or buildings, care shall be taken to protect the title of the Indians to their lands, and to reserve to the state the right to remove or otherwise dispose of all improvements made at the expense of the state.

Sec. 4. The Indian children in the state, between the ages of four and twenty-one years, shall be entitled to draw public money the same as white children. The superintendent shall cause an annual enumeration of said Indian children to be made, and shall see that the public money, to which they are ratably entitled, is devoted exclusively to their education.

Sec. 5. To carry into effect the provisions of this act, the sum of five thousand dollars is hereby appropriated out of the surplus income of the United States deposit fund, to be paid by the treasurer, on the warrant of the comptroller, from time to time, to the order of the superintendent of public instruction.

Sec. 6. The superintendent shall take and file in his office, vouchers and receipts for all the expenditures made under this act, subject to the inspection of the joint committee to examine the accounts of the auditor and treasurer; and shall annually report to the legislature all his doings, by virtue of the authority vested in him; and for this purpose said superintendent may require full and detailed reports, in such form as he may prescribe, from those having the immediate supervision of any Indian schools in this state.

Sec. 7. This act shall take effect immediately.

* * *

At first the schools were under the direction of the state agents and special commissioners for constructing the buildings. These persons acted concurrently with representative Indians. Later, local superintendents were appointed with powers analagous to those of boards of education but subject to the state superintendent by whom they were appointed. Some of these local superintendents were intelligent, conscientious men, interested in the welfare and advancement of the Indian people, others practiced "graft" at the expense of the Indians.

Because of the lack of funds and the impossibility of keeping a central authority in touch with actual conditions on the reservations, the Superintendent of Public Instruction, Charles R. Skinner, appointed in January 1900, an inspector of normal schools, giving his charge of the Indian schools and schools for defectives. This first inspector of Indian schools was Charles T. Andrews.

Local superintendents of schools were hereafter appointed on each reservation to act as a supervisory teacher, looking after details and employing teachers subject to the approval of the Commissioner of Education. The local superintendents for the 1903-04 school year were the following:

William K. Harrison	Allegany and Cattaraugus
W. W. Newman	Onondaga
Alexander Macdonald	St. Regis
J. S. Raynor	Shinnecock and Poospatuck
C. C. Parker	Tonawanda
Adelaide L. Harris	Tuscarora

The report for the year ending July 31, 1904, lists 31 Indian schools with 791 children in attendance and 33 teachers employed. Expenditures total $11,064.79, with an average per pupil cost of $13.98.

Attendance and registration during the early years of Indian education were irregular and variable as there was no provision for compulsory education. This lack was cared for, in part, by a special act, providing for the compulsory education of Indian children on Indian reservations, passed by the Legislature in 1904 and effective as of May 1, 1904.

Chapter 424, Laws of 1904

AN ACT to provide for the compulsory education of Indian children on the Indian reservations.

Became a law April 27, 1904, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Sec. 1. Short title. - This chapter shall be known as the compulsory education law for the Indian reservations.

Sec. 2. Definitions. - The term person, in parental relations to an Indian child, includes the parents, guardians or other persons, whether one or more, lawfully having the care, custody or control of such child. An Indian child under sixteen years of age required by the persons in parental relations to such child to attend upon lawful instruction at a school or elsewhere upon which such child is entitled to attend, is lawfully required to attend such school. An Indian child between six and sixteen years of age, who is required by law to attend upon instruction, and is required by the persons in parental relations to such child, to attend upon lawful instruction at a school or elsewhere upon which such child is entitled to attend, is lawfully required to attend upon such instruction, and if not required by the persons in parental relation to such child to attend upon any instruction, is lawfully required to attend a school on the reservation, upon which such child shall reside.

Sec. 3. Required attendance upon instruction. - Every Indian child between six and sixteen years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at such school as follows: Every Indian child between fourteen and sixteen years of age not regularly and lawfully engaged in any useful employment or service, and every such child between six and fourteen years of age shall so attend upon instruction as many days annually

during the period between the first days of September and the following July as a public school of the community or district of the reservation, in which such child resides, shall be in session during the same period. If any such child shall so attend upon instruction elsewhere than at the public school, such instruction shall be at least equivalent to the instruction given to Indian children of like age at a school of the community or district in which such child shall reside; and such attendance shall be for at least as many hours of each day thereof, as are required of children of like age at public schools and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required than is allowed in public schools for children of like age. Occasional absences from such attendance not amounting to irregular attendance in a fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practices of public schools.

Sec. 4. Duties of persons in parental relation to Indian children. - Any person in parental relation to an Indian child between six and sixteen years of age in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction or shall present to the superintendent of Indian schools of the reservation on which such child resides proof by affidavit that he is unable to compel such child to so attend. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding five dollars or by imprisonment not exceeding ten days, and for each subsequent offense, by a fine not exceeding twenty-five dollars, or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. Courts of special sessions shall, subject to removal, as provided in sections fifty-seven and fifty-eight of the code of criminal procedure, have exclusive jurisdiction in the first instance to hear, try and determine charges of violation of this section within their respective jurisdictions.

Sec. 5. Persons employing Indian children unlawfully to be fined. It shall be unlawful for any person, firm, association or corporation to employ any Indian child residing on any Indian reservation between six and fourteen years of age, in any business or service whatever, during any part of the term during which the school in the community or district in which such child resides is in session, or to employ any Indian child residing on any reservation between fourteen and sixteen years of age, who does not, at the time of such employment present a consent in writing signed by the superintendent of the Indian schools on the reservation on which such child resides to the effect that such child may be employed, and specifying the nature of the service and the duration of such service or employment, and any person, firm, association or corporation who shall employ any Indian child contrary to the provisions of this section shall for each offense forfeit and pay to the superintendent of Indian schools of the reservation on which such child resides, a penalty of twenty-five dollars, the same, when paid, to be used for the support and maintenance of the schools on said reservation.

Sec. 6. Teachers' record of attendance. - An accurate record of attendance of all Indian children between six and sixteen years of age shall be kept by the teacher of every Indian school, showing each day, by the year, month, day of the month and day of the week, such attendance, and the number of hours in each day thereof; and each teacher upon whose instruction such Indian child shall attend elsewhere then at the school in the community or district of the reservation where he resides, shall keep a like record of such attendance. Such record shall

at all times be open to the superintendent of the Indian schools on their respective reservations and to such persons as they may designate as attendance officers, who may inspect or copy the same, and any teacher shall answer all inquiries lawfully made by such superintendents or attendance officer or other persons; and a willful neglect or refusal to keep such a record of answer any such inquiry shall be a misdemeanor.

Sec. 7. Attendance officers. - The superintendents of the Indian schools on their respective reservations shall supervise the enforcement of this act within said reservations and they shall appoint and may remove at pleasure such number of attendance officers as the commissioner of education shall deem necessary, whose jurisdiction shall extend over all school districts on the reservation for which they shall be appointed, and he shall prescribe their duties, not inconsistent with this act and may make rules and regulations for the performance thereof. And said superintendent is also vested with the same power and authority as the attendance officers appointed by him.

Sec. 8. Arrest of truants. - Any attendance officer may arrest without warrant anywhere within the state, any Indian child between six and sixteen years of age, found away from his home and who is then a truant from instruction upon which he is lawfully required to attend within the district or districts of which such attendance officer has jurisdiction. He shall forthwith deliver a child so arrested either to the person in parental relation to the child, or to the teacher of the school from which said child is then a truant, or in case of habitual or incorrigible truants, shall bring them before a magistrate for commitment to a truant school, as provided in the next section.

Sec. 9. Superintendent to contract for keeping of truants. - The superintendent of Indian schools on any of the Indian reservations may contract with any city or district having a truant school, for the confinement, maintenance and instruction therein of any child who shall be committed to such school as a truant by any magistrate before whom such child shall have been examined upon the charge of truancy. The costs and expenses attending the support and maintenance of any truant, as herein provided shall be audited by the commissioner of education and paid in the same manner as the expenses of supporting and maintaining the schools on said reservation are paid.

Sec. 10. Enumeration. - The superintendent of Indian schools on the several Indian reservations shall whenever so directed by the commissioner of education, make a complete enumeration of the Indian inhabitants on said reservations; such enumeration shall be made between the first day of May and the first day of August and shall be tabulated by said superintendent, and such tabulation shall show the name and age of each Indian person on said reservations and shall show in what school district each of such persons reside. Such superintendents shall designate in such tabulation, the district in which each Indian child of school age shall be required to attend school.

Sec. 11. Payment of services herein required. - The superintendents of Indian schools on the several Indian reservations shall be entitled to receive the sum of three dollars per day, in addition to the salary now paid to such superintendents, for each day necessarily spent by them in enforcing the provisions of this act and also for each day necessarily spent in making the

enumerations of the reservations and tabulating the same, together with their necessary expenses while employed in enumerating and tabulating the same and enforcing the provisions of this act. Each of the attendance officers herein provided for shall receive such sum per day as shall be fixed by said superintendents of Indian schools for each day necessarily employed in enforcing this act; and each person employed by said superintendents to assist them in taking and tabulating the census of the residents of said reservations, shall be entitled to such compensation as he shall contract for with said superintendents of said schools not exceeding two dollars per day, together with necessary expenses. The expense in taking the enumeration herein provided for shall be audited by the commissioner of education and paid in the same manner as other accounts for the support and maintenance of the schools on said reservations are now paid.

Sec. 12. Chapter one hundred and eighty-three of the laws of nineteen hundred and chapter one hundred and eighty-eight of the laws of nineteen hundred and one are hereby repealed.

Sec. 13. This act shall take effect May first, nineteen hundred and four.

* * *

This act did not materially differ from the provisions of chapter 671 of the Laws of 1894, known as the compulsory attendance law, except that it provided for each Indian child on the reservation, between 6 and 14 years of age, at least eight instead of six years schooling. It further provided that attendance should be compulsory from September to July annually instead of from October to June. The Indian child, therefore, received two months annually and two full school years in excess of that afforded by statute to other children.

It was the intent of the legislature that the Indian child be taken at an early age from home and placed under the wholesome influence of school and teacher.

Although a special act providing for compulsory education of Indian children on Indian reservations was passed by the Legislature of 1904 and became effective May 1, 1904, unfortunately no appropriation was made for enforcement. Annual reports for succeeding years stressed the need for legislative provision for the enforcement of compulsory attendance. Without such legislative provision, enforcement seemed difficult because of the question of jurisdiction of the State over the Indians. The Indians, themselves, claimed that they were nations independent of either State or Federal Government and refused to be bound by the educational or other laws of New York.

The report prepared by A. C. Hill, inspector of special schools, for the year ending July 31, 1920, recommended among other things, "that the cloud be removed from the title of the State to jurisdiction on the reservations by securing passage of a House of Representatives bill 15328, transferring federal authority to the State," and "that state machinery for enforcing laws on the reservations be perfected."

During 1923-24, following a conference of Department officials, the Governor, Attorney General and the U. S. Indian Commissioners, the State Legislature transferred its jurisdiction on the reservations to the Department of Education. About the same time a memorial to Congress, which was agreed should be put through the State Legislature for the purpose of asking Congress to relinquish its control over New York State reservations, failed of passage.

On June 2, 1924, Congress passed a measure conferring citizenship on all Indians.

Chapter 233. - An Act To Authorize the Secretary of the Interior to issue certificates of citizenship to Indians.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all non-citizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided, That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.

Approved, June 2, 1924.

* * *

In 1925-26 there was marked increase in attendance at reservation schools due to an official opinion obtained from the Attorney General on December 14, 1925, to the effect that the compulsory attendance law for Indian reservation schools could be enforced and due also to the fact that the Indians were informed of this opinion. The enforcement of the law was assigned to the Special Schools Bureau and the Indians showed no material resistance.

Inadequacies of the schools to meet the needs of the Indian children were recognized and early annual reports pointed out defects in the work of the schools; namely, the absence of industrial training; unskilled teaching, especially oral English; and inadequate supervision. A remedy suggested was the establishment on each reservation of a central boarding school, its chief purposes to give a thorough course in industrial training and teach the children to read, write and speak English.

The problem of obtaining skilled teachers was particularly difficult for the Indian schools. The reservation schools were long distances from the available boarding places and the teachers were isolated from society in remote areas, and also required to do janitor duty. These hardships were hardly compensated for by the maximum weekly salary of $10 (1906-07). At the same time the Quaker School just off the Allegany reservation, maintained by a society of Friends, was setting a good example in Indian education, providing farm experiences and training for some 50 children. Also, the Thomas Indian School on the Cattaraugus reservation, a state institution for dependent Indian children, was providing an education for 158 pupils with a budget appropriation of $31,600. The Indian school budget appropriation for the 837 children registered was $15,000.

During the period 1907-40, many changes took place in Indian education. The local superintendents on reservations were replaced by principal teachers, a move which resulted in economy, uniformity, and more efficient administration. Some new buildings were built, one on the Onondaga reservation during the year 1907-08. The next year the old school building at Onondaga was fitted up as a home for the principal teacher and a domestic training school for the girls. During 1910-11 the domestic department was fully equipped and shop work extended. The Solvay Process Company gave the Onondaga school an adequate pipe line to supply the school with water. In 1911 the State provided a home for the principal teacher on the Tuscarora reservation.

Centralizing Schools on the Reservations

Gradually, it became evident that a few schools centrally located would meet the needs of the Indian children better than the many small schools scattered over the reservations. This policy became a reality with the appropriation by the Legislature of $10,000 to purchase a house in Hogansburg and convert it into a school for the St. Regis reservation. Four nearby districts were consolidated and the pupils transported daily to Hogansburg following the completion of this project.

The continuance of this policy becomes evident in the report of the year ending July 31, 1940, which shows the picture of Indian education as follows:

Allegany	Pupils in grades 1-8 attend scattered one and two-room schools.
	High school pupils attend Salamanca schools.
Cattaraugus	Elementary pupils attend scattered one and two-room schools, Irving Elementary School and Thomas Indian School.
	High school students attend Gowanda schools in the main, with a few going to Silver Creek and Dunkirk.
Onondaga	A new building for elementary children nearing completion.
	Junior and senior high school children attend the Syracuse schools.
St. Regis	A new building for elementary pupils.
	High school pupils attend schools in Bombay and Massena.
Tonawanda	Elementary and high school pupils attend Akron public schools.
Tuscarora	Pupils in grades 1-6 attend three-room school on the reservations.
	Pupils in grades 7-12 attend Niagara Falls schools.
Shinnecock and Poospatuck	Reservation schools adequate for number of pupils.

Administration of Indian Education in the New York State Education Department

From 1907 to 1922 Indian schools were administered by the inspector of special schools, who was also charged with responsibility for the schools for the blind, the schools for the deaf and prison schools. Later the title of this administrative officer was changed to Chief, Special Schools Bureau, and was considered a part of the Secondary Education Division. On April 9, 1928, the Special Schools Bureau was transferred from that Division to the Vocational and Extension Education Division, under the leadership of Lewis A. Wilson, then Assistant Commissioner and later Commissioner of Education. The first year under this administration the registration of Indian children in reservation schools reached a high point - 1026. The following year provision was made by the Legislature for a school nurse-teacher to visit the reservation schools in an effort to improve health conditions.

On July 1, 1937, a reorganization of the State Education Department resulted in the transference of responsibility for the supervision and administration of Indian schools to the Division of School Administrative Services. This transfer took place during the latter part of the school year 1937-38. At that time there were eight reservation schools with a pupil population of 1429 and 27 teachers.

In the fall of 1938 the Division of Research was requested to make a survey of Indian education in the State (1) to gather factual data relative to school buildings and equipment, achievement of pupils in school in related problems, and (2) to suggest ways in which the school program could be improved. A preliminary report was completed in February 1940, and the final report the following year. Recommendations included in this report were:

1. Increased Indian-white cooperation in developing state and local programs of education.

2. The promotion policy should be modified to prevent present retardation.

3. Additional emphasis upon instruction in English -- both written and spoken; appropriate subject matter dealing with Indian history, culture, and traditions for grades 6-8; and a syllabus of Indian arts and crafts for all grades should be prepared.

4. Arrangements should be made for the teaching of Indian history and arts and crafts by adult Indians on a part-time basis.

5. A program of testing should be continued periodically and a guidance service instituted.

6. Indian schools should be used more extensively as community centers.

7. The building program should be continued to provide adequate school housing on all reservations.

8. An annual budget appropriation should be made to provide adequately for a satisfactory school program.

9. A salary schedule should be adopted which will secure and retain competent and well prepared teachers.

10. Suitable administrative machinery should be established with the state government to bring about a needed coordination of services for Indians.

In November 1941, the administration and supervision of the Indian schools again changed hands and was placed in charge of the Bureau of Instructional Supervision (now the Bureau of Elementary School Supervision) of the Division of Elementary Education (now the Division of School Supervision).

Following the transfer to the Bureau of Instructional Supervision, definite plans were outlined to bring the school curriculum more in line with the peculiar problems faced by Indian pupils upon graduation. Attempts were made, also, to give the Indian people a voice in the government of their schools and to educate them in their responsibility for the schools.

During the first two years, through the efforts of the Commissioner of Education, the Deputy Commissioner and a sympathetic Legislature, appreciable and gratifying improvements took place.

Probably the most outstanding factor in that improvement arose from the decision to bring the Indian teachers and principals to a salary scale which would result in better prepared teachers and better instruction. In order to accomplish this, a basic salary of $1500 with a definite schedule of eight increments of $75 a year, was put into effect in April 1943 and, for the first time the Indian schools of the State were able to secure somewhat more satisfactory teachers. In 1943, also, the first conference of Indian school principals was held.

In 1944 the Poospatuck reservation school was closed and the children entered in a nearby public school, resulting in increased educational advantages for the children and a considerable saving of money. During 1944-45, under the leadership of Frederick J. Moffitt, Chief of the Bureau and later Associate Commissioner, and with the active and interested cooperation of Lewis A. Wilson, then Deputy Commissioner, the budget was increased, parent-teacher associations established, unofficial boards of education elected and efforts to insure participation of adult Indians in the education of their children were somewhat successful. Preliminary plans for the erection of three consolidated school buildings on the reservations were made and actual sites selected. And for the first time in 50 years a definite program in adult education was carried forward on each Indian reservation.

In 1945-46 the Indian school budget reached a level where a reasonably adequate program of instruction could be developed. There were some improvements in housing at Allegany and Shinnecock and preliminary plans for a new school building at Tuscarora were completed. A comprehensive study of the educational needs of New York State Indians was conducted with the assistance of Dr. Willard W. Beatty of the U. S. Office of Indian Affairs.

On July 1, 1946, Ronald P. Daly, then associate supervisor, (now Chief of the Bureau of Elementary School Supervision) experienced in reservation and Indian education problems, was appointed in the Bureau, replacing the school nurse-teacher, who had had limited training in supervision.

The needed building program was delayed by the war and the subsequent shortage in materials and labor. Responsibility for Indian education was given to the Bureau just one month before Pearl Harbor. However, large improvement was achieved in those educational phases not dependent on adequate physical facilities. Plans for such increased facilities progressed.

The attached budget allocations for personal service and maintenance and operation of Indian schools for the years 1940-41 and 1946-47 show the marked increase in the quality of Indian education during this period.

Personal Service and Maintenance and Operation for Education of Indians

	1940-41	1946-47
Supervisory Service	$ 1,900	$ 4,000
Teaching Service (including principals)	48,855	69,375
Janitorial Service	1,100	2,560
Temporary Service	1,800	3,760
Traveling Expense	850	1,800
General Office Supplies & Expense	100	480
Printing and Advertising	100	250
Communication	190	525
Fuel, Light, Power & Water	4,000	5,000
Household, Laundry & Refrig. Expense	650	1,500
Medical, Surgical & Lab. Supplies	15	230
Farm and Garden Supplies	50	290
Special Supplies & Expense	2,500	6,000
Repairs	1,200	5,705
Equipment-Replacements	500	2,400
Tuition and Transportation of Indian Children	30,770	50,764
Indian Census		250

During the next two years, 1947-49, the operation of the Indian schools showed increasing success. An improved salary schedule for Indian school personnel was obtained in 1948 with a salary range of $4250-$5200 for supervising principals, $3850-$4575 for principals, $3300-$4000 for head teachers, and $2760-$3460 for teachers. Annual increments were provided in each case until maximum amounts attained.

In 1949-50 final plans for the new school at Tuscarora were completed. Construction was delayed, however, by shortages of building materials and occupancy was not possible until the fall of 1953.

The centralization of all rural schools at Cattaraugus was advanced by the closing of another rural school. By agreement between the State Departments of Education and of Social Welfare, the Education Department assumed responsibility for the school facilities at the Thomas Indian School and all pupils on the Cattaraugus reservation as of 1950-51. This permitted the development of a central school program for all elementary pupils.

During the year 1950-51 considerable gains were made in clarifying the status of New York State Indians. This was due to the work of the New York State Joint Legislative Committee on Indian Affairs whose work with the Indians, the Federal Government and the several state departments serving reservations had resulted in a more coordinated effort to serve Indian communities. In June 1950, Frederick J. Moffitt became Executive Assistant to Commissioner Lewis A. Wilson and Walter A. LeBaron became Chief of the Bureau of Elementary School Supervision.

Leading accomplishments of the year were as follows:

1. Plans to provide modern central elementary schools on the five reservations proceeded on schedule. Construction began on the central school at Tuscarora and the temporary central elementary school at Allegany. Final plans for an addition at St. Regis and preliminary plans for an addition at Onondaga were completed. A thorough study of building needs at Cattaraugus was completed preparatory to planning for the future education of elementary pupils.

2. Two studies were completed in cooperation with reservation principals:

   (a) Testing program survey of mental abilities of children enrolled in reservation schools and their achievement in reading and arithmetic.

   (b) Study of Indian student drop-outs in public, junior and senior high schools for purposes of working more effectively with public schools and parents.

3. Reorganization of primary education to meet the special needs of reservation children.

4. Improvement of supervisory and guidance services through the professional development of the reservation principalship and vice-principalship.

5. Plans were formulated to enlist teachers and Indian parents in an appraisal of Indian education with a view toward developing long-term objectives.

The major accomplishments during 1951-52 were the progress of the building program and the study of how the Department could integrate the remaining reservation schools into the public school system. Immediately following the war, plans were proposed to build new schools to replace the old buildings at Allegany, Cattaraugus and Tuscarora and to build additions to the buildings at Onondaga and St. Regis. The building at Allegany was completed during the year and the other building projects moved ahead on schedule.

During the following year, 1952-53, rapid progress was made on the program begun a number of years previously of integrating the remaining five reservation schools with the public school system. With the cooperation of Department officials, arrangements were made to make Cattaraugus part of the Gowanda school district, Allegany part of the Salamanca district and St. Regis part of the proposed Bombay-Fort Covington central school district. Of necessity such integration would be a slow process, requiring from three to five years for completion. Preliminary conferences were held with officials relative to similar integration of Onondaga and Tuscarora.

Increased budget appropriations were obtained to provide adequate maintenance and operation of the schools and the instructional program. An amendment to the law passed in 1948 in relation to the classification and salaries of members of the administrative and teaching staff improved the salary schedules materially.

In 1953, provision for nurse-teacher services on the St. Regis and Onondaga reservations made possible complete reservation coverage by this type of health service. The three reservations in the western part of the State have benefited by such services on a shared basis for over two years. An additional teacher position augmented the teaching staff of the new reservation primary school at Tuscarora which was opened in September.

Integration of Indian Education with Public Schools

As early as 1913 annual reports of the education of Indians voiced the opinion that Indian children should attend white schools. The annual report for the year ending July 31, 1915, states: "It is a good educational policy to have Indian children in school with white children whenever it is possible to do so..... This mingling of Indian and white children..... is of great benefit to Indian pupils in learning the language and customs of the people with whom they must live in business and social relations."

The integration of Indian education began primarily with the closing of two schools of the Tonawanda reservation in 1930-31 and the transportation of the children to the public schools of Akron. Both tuition and transportation charges were paid for these children. At the same time the public schools of Niagara Falls and Gowanda expressed their willingness to take the eighth grade Indian pupils of neighboring reservations.

Following this initial step it became the policy, whenever possible, to close the reservation schools and arrange for tuition and transportation of the pupils to public schools, particularly the high school students.

The closing of the Poospatuck reservation school at Mastic, Long Island in 1944 and the Shinnecock reservation school at Southampton in 1950 and the subsequent transportation of the children to the nearby public schools at Bellport and Southampton followed.

In April 1952, the Joint Legislative Committee on Indian Affairs recommended that the five existing reservation schools be consolidated with public schools.

The committee recommended also the creation by the Governor of an Interdepartmental Committee of Indian Affairs to work in conjunction with the committee to "evolve a sound, permanent and humanitarian program for the advancement of New York Indians." On November 13, 1952, Governor Thomas E. Dewey announced the appointment of an Interdepartmental Committee on Indian Services to coordinate and improve the services performed by State agencies on the Indian Reservations. The committee consists of the State Commissioners of Education, Health, Social Welfare, Mental Hygiene, and Conservation, and the Superintendents of Public Works and State Police. J De Reu Crocker was appointed as coordinator.

Following official Department approval, a comprehensive study of the consolidation of the reservation schools with public schools was made by the Bureau in cooperation with the Law Division, the Assistant Commissioner for Finance, the Bureau of Rural Administrative Services, reservation principals and public school officials, and leaders on the various reservations. In March 1953, proposed legislation was completed for further study and revision. Numerous conferences were held with reservation and public school officials and Indian leaders at Allegany, Cattaraugus, Onondaga, St. Regis and Tuscarora.

Integration of Indian children on the Cattaraugus Reservation with Gowanda and Silver Creek Central Schools was accomplished in 1958.

In 1962 the Army Corps of Engineers began plans for the construction of a conservation dam on the Allegany Reservation. The construction of this dam would flood the land on which was located the Red House Indian School.

Conferences were held with representatives of the United States Army Corps of Engineers, the Seneca Nation of Indians, the Department of Public Works, the Department of Law, and the Education Department to discuss the disposition of the Red House Indian School and the provision of other educational facilities for the 70 Indian children being served by the Red House Indian School.

It was evident that in order adequately and properly to accommodate students from the Red House School, the City of Salamanca school system had to be expanded either through (1) necessary remodeling and the purchase of equipment for the Jefferson School; or, (2) construction of a new school.

Legislation was introduced which would authorize the Commissioner of Education and the City of Salamanca to enter into a new contract for the education of Indian children after the close of the Red House School. The legislation provided:

1. for acquisition of site and construction of a 378-pupil elementary school by the Salamanca School District.

2. for payment of the total cost of land, building, and equipment of $625,000 by the Commissioner of Education out of moneys appropriated for Indian education.

3. for waiver by Salamanca School District of building aid which would otherwise be forthcoming from the State.

4. for the education of children previously in the Red House School in the new school building.

5. for the waiver by Salamanca of a certain amount of money each year for ten (10) years which would otherwise be paid by the State to defray the cost of educating Indian children and to authorize the Salamanca School Board of Education to enter into this contract without recourse to a special school district election.

Unfortunately, due to strikes in the building trades industry, the construction of the new school building at Salamanca was delayed. The Salamanca superintendent of schools developed plans to house the Indian children in one of their buildings temporarily, though this required the operation of curtailed sessions until the new building was completed.

The Allegany Reservation School was closed in 1965 and the children transferred to the new Salamanca school, the Seneca Elementary School.

Indian children are still housed in schools located on the Onondaga, St. Regis, and Tuscarora Reservations. The Department contracts with the LaFayette, Niagara-Wheatfield, and Salmon River Boards of Education for the operation of these three remaining State-owned reservation schools. The State also contracts with the above districts and six others for the education of Indian children through grade 12 in the district-owned facilities. Under these contracts, the Department pays all charges including transportation, tuition, and the costs of operating and repairing the three reservation schools.

The Legislature authorized an expenditure of $1,750,000 in 1967 for the construction of a new building in the Salmon River District. A portion of this will be repaid over a ten year period by withholding annually some Indian tuition money. When this school is completed, the reservation school will be used for pre-kindergarten through perhaps grade three. This will effect additional integration which is one of the Department's main goals.

Enrollments

Enrollment figures for both public schools adjacent to the reservations and reservation schools are listed below:

Reservation Schools	1906-07	1967-68
Allegany	145	---
Cattaraugus	191	---
Onondaga	133	173
Poospatuck		
Shinnecock	33	---
St. Regis	173	400
Tonawanda	104	---
Tuscarora	58	136
	837	709

Public School Districts	1959-60	1967-68
Akron	130	136
Center Moriches	26	35
Gowanda	401	487
LaFayette	148	143
Niagara-Wheatfield	263	201
Salamanca	212	257
Salmon River	545	283
Silver Creek	130	135
Southampton	57	91
	1912	1768

During the present school year, 1968-69, enrollment figures have increased to 2509 pupils in grades kindergarten through 12.

State Expenditures for Indian Education

A comparison of figures for State appropriations for Indian education over the past ten years is listed below.

	1958-59	1968-69
Tuition and transportation	$ 561,350.	$1,152,000.
Student Aid to Indian Youth	8,575.	95,000.
Repairs to reservation schools	75.	35,000.
	$ 570,000.	$1,282,000.

The State Education Department carries out its responsibilities for the education of Indians through five major units, as follows:

Bureau of Elementary School Supervision
Division of Law
Bureau of General Educational Management Services
Bureau of Special Educational Management Services
Division of Finance

There are at least 12 people in the above units who devote a portion of their time to matters of Indian Education. Two persons, one in the Bureau of Elementary School Supervision and one person in the Bureau of General Educational Management Services, spend a major part of their time on Indian Education. Due to the increased workload to Indian Education, the Supervisor of Elementary Education is now devoting full time to this responsibility.

A single unit within the Department for the Education of Indians would have the resources needed to fulfill the responsibility of the State for the Education of Indians. Such a unit would not only provide for the coordination of administration within the Department, but also would give leadership to the contracting school districts for the development and implementation of needed programs for New York State Indians,as:

(a) Pre-kindergarten programs should become a part of every reservation Indian child's education. This will require working with school administrators, boards of education and, particularly, Indian parents.

(b) In depth studies are needed to assess the effectiveness of present elementary school programs as related to Indian pupils in each of the contracting school districts. Supervisory assistance and more adequate financing may well be needed to strengthen recommended programs.

(c) Greater leadership on the part of the Department is needed to encourage high school dropouts between the ages of 18-25 years to enrol in vocational programs and/or high school equivalency programs. This effort will require a closer liaison with the contracting school districts and the student dropouts.

(d) Curriculum materials relating to New York State Indian culture should be prepared at the State level. Such materials, over and above those available through the regular State curriculum, are being requested by contracting school districts, parents, tribal groups, and the young people.

(e) Close supervision of post-secondary students is vitally needed. At one time, such supervision was found to be highly effective. The only reason supervision of these students is not carried out now is lack of staff. With the current group of 110 post-secondary students, at least a third should be visited this school year.

(f) The Department needs to give more attention to the adult population on all eight reservations. This will require more staff than is now available to work closely with the contracting school districts and reservation adults. Of current concern on all reservations are adult education for Indians and their participation in school and community affairs affecting the education of Indian children.

(g) Our ultimate aim should be the abandonment of our three remaining reservation schools. It will be best to introduce pre-kindergarten units in these buildings, at the same time eliminate some of the upper grades. As soon as contracting schools can house all our Indian children, the older buildings should be turned over to the Indians or razed. This is essential if a totally integrated school situation is to be provided for Indians.

(h) An advisory committee should be formed which will include in its membership each chief school officer and at least one Indian leader from each of our nine districts and eight reservations. This group should meet at least every six months to examine and resolve questions and conflicts arising from our concern for Indian education.

(i) Provide summer school experiences in Indian education for selected faculty members of each participating district every year. Southampton College is receptive to providing housing and staff but we need not confine ourselves to one campus.

In the administration, supervision and coordination of the Education of Indians, it is vitally necessary to bring the school administrators and guidance personnel together periodically. Only in this manner can projected programs be explored and ways found to implement them. Currently, to illustrate, there is need to work jointly with all of the contracting school districts on pre-kindergarten education, improved elementary school instruction, secondary school guidance and instruction, reduction in the number of secondary and post-secondary student dropouts, the development of summer schools, and, of prime importance, Indian participation in school affairs.

Student Aid to Indian Youth

The New York State Education Law Section 4118 provides that grants-in-aid be given to Indian youth by the State of New York for attendance at colleges and other approved post-secondary institutions within the State of New York. The supervision of Indian Education is assigned to the Bureau of Elementary School Supervision and includes the administration and supervision of the student aid program for Indian youth.

Following is a comparison of the amount allocated for student aid from 1954 to the present school year.

School Year	No. Recipients	Individual Maximum Amount
1954-55	24	$ 350.
1955-56	24	350.
1956-57	27	350.
1957-58	25	350.
1958-59	23	350.
1959-60	25	350.
1960-61	25	500.
1961-62	25	500.
1962-63	31	500.
1963-64	26	500.
1964-65	40	700.
1965-66	56	700.
1966-67	73	1000.
1967-68	78	1000.
1968-69	110	1000.